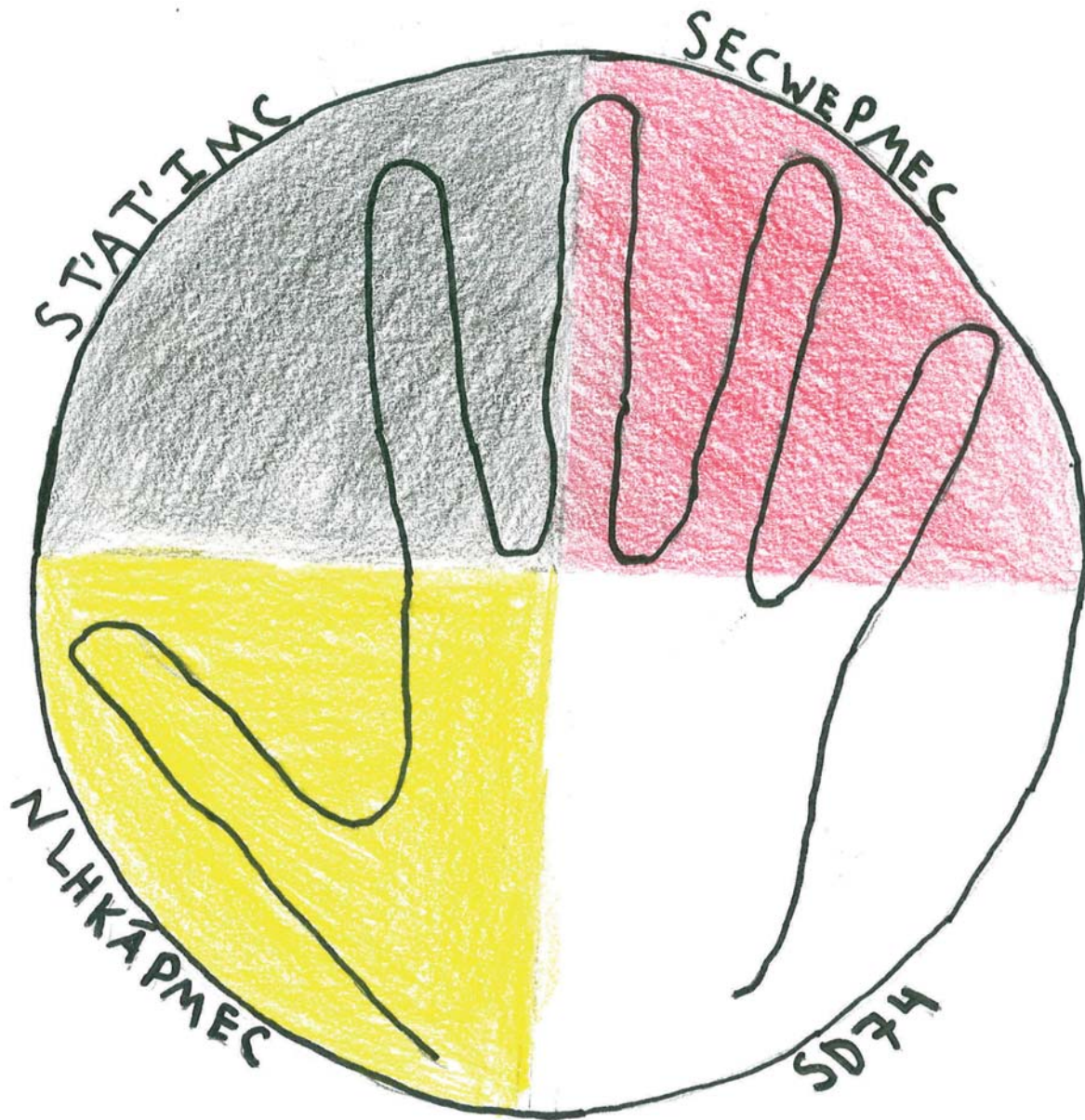


# ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT



School District No. 74 (Gold Trail)

# ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

BETWEEN

School District No. 74 (Gold Trail)

and

St'át'imc, Nlakápmux, and Secwépemc Communities  
(including off-Reserve, Métis, and Inuit)

and

The Ministry of Education  
in the Province of British Columbia

*We would like to acknowledge the many community members who contributed to the development of this Agreement during the meetings held in 2012 and 2013; former District Principal, Aboriginal Education David DeRose; and the work of the members of the Enhancement Agreement Working Group.*

*Elder Gladys Grenier*

*Chief Art Adolph*

*Chief Donna Gallinger*

*FPEC Yvonne LaRochelle*

*FPEC Marilyn Napoleon*

*FPEC Angie Thorne*

*Board of Education:*

*Trustee Mavourneen Varcoe-Ryan*

*Trustee Larry Casper*

*School District No. 74:*

*Tammy Mountain, District Principal*

*Aboriginal Education*

*Kim Halayko, Teacher*

*Freda Loring, Aboriginal Student*

*Support Worker*

*Colleen Minnabarriet, Principal*

*Cover illustration by Melanie Rose Oleman, Grade 7, Sk'il' Mountain Community School*

# DEDICATION



**“Our children need to learn to speak our language and to learn our ways. I am so afraid that, in the future, our children and their children will not be able to reply when someone asks them ‘Who are you? Who are your ancestors?’ And people will wonder who they are. . . .”**

Josephine Tom (Xáxli'p), 1889–1987  
Recorded in an interview  
by LDIC, 1987  
Interviewed by Madeline Shintah,  
translated by Rose Agnes Whitley

**“It’s for the kids!**

**Please continue to further your education; stay in school.**

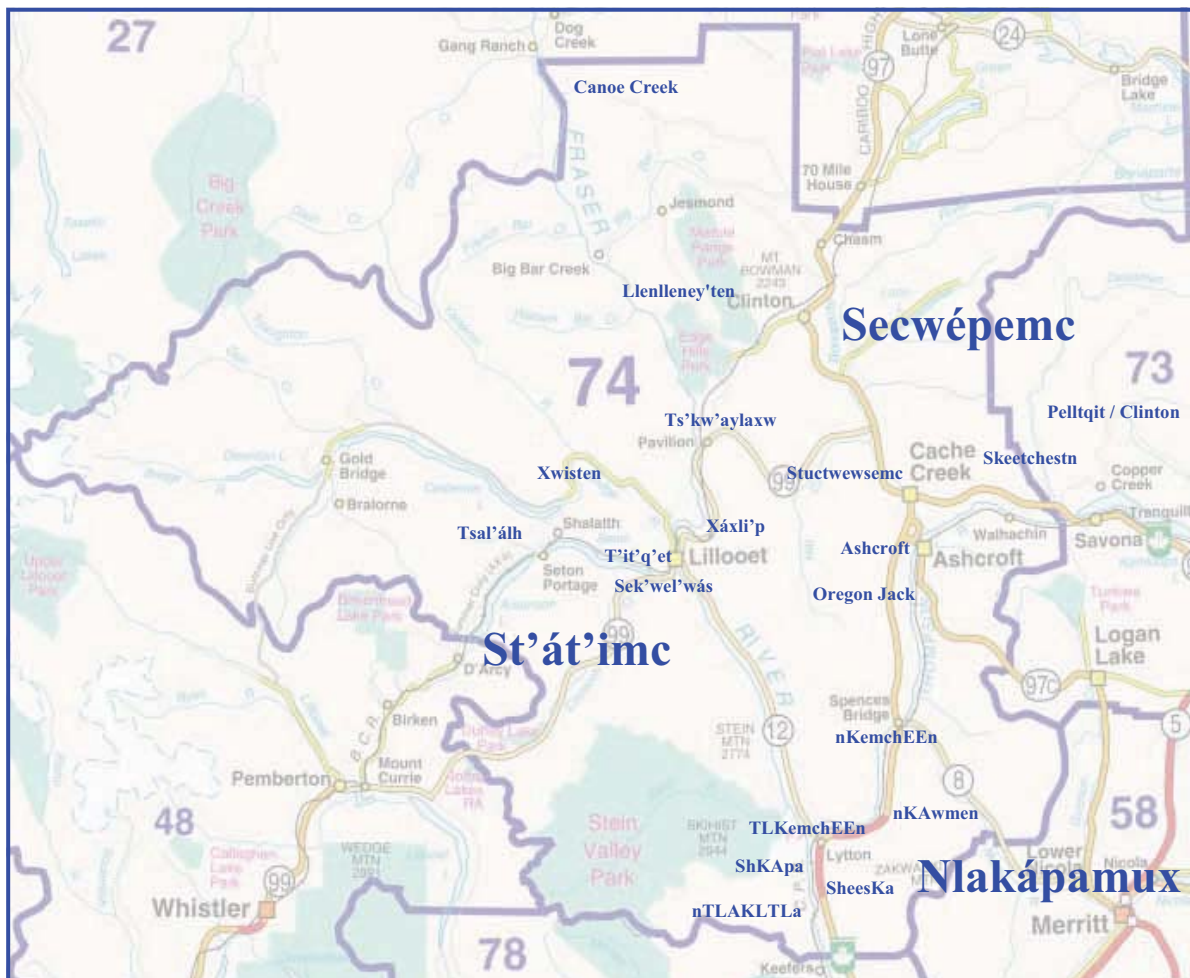
**Support the Elders in the community, help them in their homes, and work with them.**

**Take care of the land and water.”**

Rita Ramona Haugen (PaPl.lha),  
1934–2009  
Elder Advisor, Lytton First Nations  
School District No. 74 employee  
for thirty years







## INTRODUCTION

Gold Trail School District is a unique public school system, which represents the communities of Lytton, Spences Bridge, Ashcroft, Cache Creek, Clinton, Lillooet, Gold Bridge, and Shalalth/ Seton Portage. Communities are primarily resource- and agriculture-based, and the natural beauty of the area offers a wide range of recreational amenities.

The District has a population of approximately 9500,\* with a student population of 1,215.\*\* Sixty per cent of our students (729) are of Indigenous ancestry. These students belong to nineteen Indigenous communities within St'át'imc, Nlakápmux, and Secwépemc; there are also Métis, and other students of Indigenous ancestry. School District No. 74 actively seeks employees of Indigenous ancestry for positions throughout the District.

\*Taken from the 2011 Census of Canada (Statistics Canada)

\*\*Taken from the 2012/2013 enrollment year.



*Base of pine needle basket*

## **DEFINITION OF ENHANCEMENT AGREEMENT**

An Enhancement Agreement (EA) is designed to enhance the educational success of Indigenous students. It is a working agreement between a School District, all local Indigenous communities, and the Ministry of Education. The EA also establishes a collaborative partnership between Indigenous communities and school districts that involves shared decision-making and specific goal-setting to meet the educational needs of Indigenous students.

Enhancement Agreements highlight the importance of academic performance and, more importantly, stress the integral nature of traditional Indigenous culture and languages as they relate to the development and success of Indigenous students. Fundamental to EAs is the requirement that School Districts provide strong programs focusing on the culture of the local Indigenous peoples on whose traditional territories the Districts are located.

The Education Enhancement Agreement is between School District No. 74 (Gold Trail), the Nations, and the Ministry of Education, and reflects our spirit of collaborative partnership in developing this agreement.

The parties have developed and will implement this Aboriginal Education Enhancement Agreement with the vision and spirit of improving educational performance for all Aboriginal students. This agreement will meaningfully connect with the School District Achievement Map and Action Plans for Learning.

Annual reports, to be prepared in conjunction with the Enhancement Agreement, will include relevant and updated data, Student Satisfaction Surveys, and Parent Satisfaction Surveys. The data will be reviewed on an annual basis in order to monitor the progress being made in achieving our Goals, and we will look to track cohorts of students over time to provide a better picture of how our students are meeting with success.

A list of print and audio-visual Indigenous resources, for students, staff, families, and community members, can be found on the School District No. 74 website at <http://www.sd74.bc.ca/>

## WHO WE ARE

### **St'át'imc**

The St'át'imc Nation is comprised of eleven communities and two distinct geographical groups. As with other Indigenous Nations, the St'át'imc utilised their lands and resources, and governed, through traditional management that consisted of complex laws, rules, and social structures. These are rooted in St'át'imc philosophy, principles, and values which are centred on the St'át'imc holistic view of the intrinsic connection between the people, culture, language, and the land. The result of this multigenerational interconnection of the St'át'imc with one another and the environment is the rich knowledge pertaining to the natural world, especially the salmon, which is one of the most important traditional foods for the St'át'imc. The St'át'imc language illustrates this richness.

### **Nlakápmux**

The lifeblood of the Nlakápmux Nation is the salmon, while Nlaka'pamuchEEn, the language, is the core of the culture. The Nlakápmux Nation is an Indigenous nation with title and rights to its traditional territory. The Nlakápmux have strong values and are proud of the natural resources. From the bottom of the rivers to the top of the mountains, the land is our culture.

### **Secwépemc**

The Secwépemc People are a Nation of seventeen Bands. The ancestors of the Secwépemc people have lived in the interior of British Columbia for at least 10,000 years. Although the Bands were separate and independent, they were united by a common language—Secwépemtsin—and a similar culture and belief system. The traditional Secwépemc were a semi-nomadic people and their lifestyle, based on respect for nature, depended on traditional skills and knowledge handed down from generation to generation by oral tradition.

## OUR JOURNEY

The first Enhancement Agreement, signed in 2005, established a base and a framework that could be used as a guide for the second version. Since then, feedback gathered from the communities has played a crucial part in forming the basis of the second EA, and reminded us that our communities are the lifeblood of our School District and a crucial source of support for our Indigenous students. Input from District staff was also important, and over the course of several months in 2012–13 the EA Working Group combined the suggestions from these groups with their own before arriving at the final version of the second EA.

Throughout the process, the importance to the communities of holistic and land-based learning, with an emphasis on communication and respect, was clear. The Goals of this Enhancement Agreement, with their supporting Rationales and Strategies, were arrived at with this in mind. It was also emphasized that the Enhancement Agreement should be a living document, in order to be utilized to its full extent throughout the schools and the communities.

*The following elements guided the development of this Enhancement Agreement:*



*Drum making*

## PRINCIPLES

**Indigenous learners must have an education that:**

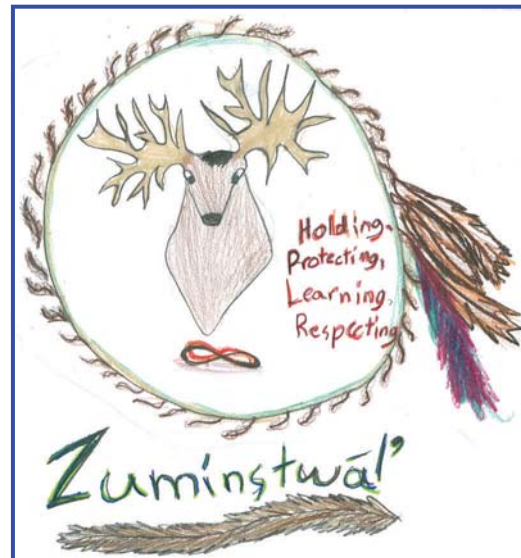
- inspires self-confidence through a sense of pride in identity, family, community, traditional values, language, and culture;
- reinforces a sense of belonging;
- provides personalized learning, including the skills needed to thrive in contemporary society, such as critical thinking, fine and gross motor skills, and technological skills;
- prepares them to access any opportunities they choose for higher learning, employment, and life choices; and
- is provided by those of Indigenous ancestry who have an understanding of Indigenous cultural traditions and history, and the impact of colonization.

## VISION STATEMENT

Recognize and nurture the strengths of every student, so they reach their full potential and contribute to the well-being of their families and communities.

## MISSION STATEMENT

Our schools are places of student-focused holistic learning.



*Illustration by Halle Leidal, Grade 3  
Cayoosh Elementary, Lillooet*



## GOAL STATEMENTS and RATIONALES

The **Academic Goal** is to continue to improve the literacy, numeracy, and graduation rates of Indigenous students.

*Rationale:* The Academic Goal is carried over from the first Enhancement Agreement. Community feedback indicates that academic success is an important consideration for Indigenous students, in order to prepare them for life beyond grade 12. Data shows that while Indigenous students are making progress in many areas, there is still work to be done to ensure they are meeting Provincial standards. “Students have to be ready for life after grade 12 . . . they need to make good life / future choices.” (Community feedback)

The **Cultural Goal** is to continue to increase participation and success in Indigenous Language programs and cultural activities, and all students’ awareness of Indigenous cultural and traditional knowledge.

*Rationale:* The Cultural Goal is carried over from the first Enhancement Agreement. It reflects the view that Indigenous students benefit from a learning environment which includes teaching based on their traditional culture and shows the importance of these traditions. The goal also reflects that while much has been done in District schools in this area, more could be done to make Indigenous culture a visible presence within schools and the curriculum. “[People should] walk into a school and know that . . . 58% [of our students are of Indigenous ancestry]: visual, pictures, artwork, drums, curriculum, display cases . . .” (Community feedback)

The **Belonging Goal** is to improve a sense of belonging for Indigenous students throughout the school environment.

*Rationale:* The Belonging Goal was developed after feedback from Community meetings indicated the importance of a sense of belonging in nurturing students’ sense of self-worth. It reflects the philosophy of the “Circle of Courage” developed by Martin Brokenleg, that “communities of belonging” are significant in Indigenous culture, and that it is the entire community, not just the family, which must nourish the next generation. “Try to keep a sense of place for Indigenous students . . . use this identity to create a sense of pride and belonging.” (Community feedback)

The **Healthy Living Goal** is to encourage a healthy, active lifestyle based on Indigenous values.

*Rationale:* The Healthy Living Goal was developed after feedback from Community meetings indicated that the health—physical, mental, spiritual, and emotional—of students was a key concern. Active children lead healthier lives, and schools play a major role in modelling healthy alternatives and providing support. “Kids push back because they’re scared; they need to know what supports are there [for them].” (Community feedback)

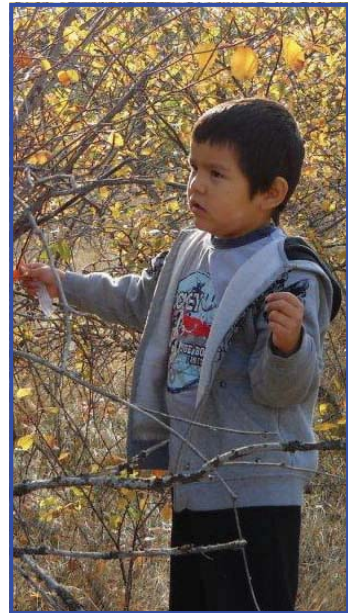
**The Strategies which follow are interconnected, and many of them support more than one goal. These are some of the Strategies that we will be implementing, and they will be reviewed annually to ensure that they continue to support Indigenous student success. Due to our annual analysis, some of the Strategies may change throughout the five years of this Enhancement Agreement.**



## STRATEGIES TO PROMOTE ACADEMIC GOAL

The **Academic Goal** is to continue to improve the literacy, numeracy, and graduation rates of Indigenous students. **Measurable indicators:** Six-year Dogwood completion rates; FSA results; numeracy and literacy results; PM benchmark results; District-wide write results; Kindergarten assessment tools and/or early literacy and numeracy results; grade-to-grade transitions.

- Promote the importance of Early Learning, and increase families' awareness of local support.
- Provide clear academic counselling to Indigenous students and families, including post-secondary requirements.
- Include the history and impact of Residential Schooling across the curriculum.
- Increase the amount of land-based and experiential learning.
- Encourage the use of technology by teachers and students to enhance and transform learning and communication.
- Increase awareness, for students and parents, of the resources that are available to support Numeracy.
- Continue to increase the utilization of culturally relevant local materials, and works by Indigenous authors, in all areas of the curriculum and at all grade levels.
- Communicate the importance of regular attendance at all grade levels, while respecting the rituals of Indigenous events.
- Continue to increase positive communication between school and home.
- Encourage partnership opportunities with tutoring and/or homework clubs and/or after school help with homework.
- Encourage the sharing of knowledge and experience by local graduates.
- Celebrate and share success in learning.
- Honour and respect Indigenous ways of learning and teaching.
- Gather and prepare traditional foods, and study Indigenous food preservation methods, in schools.



## STRATEGIES TO PROMOTE CULTURAL GOAL

The **Cultural Goal** is to continue to increase participation and success in Indigenous Language programs and cultural activities, and all students' awareness of Indigenous cultural and traditional knowledge. **Measurable indicators:** Participation and success rates in Language programs; anecdotal student and teacher responses from participation in cultural activities; student and teacher survey responses.

- Increase the amount of land-based learning with programs and experiences that emphasize Indigenous knowledge, utilizing resources available within the community.
- Continue to build cultural connections between homes and schools.
- Honour and respect Indigenous environmental practices for harvesting, hunting, and fishing.
- Promote the three Nations District-wide through the use of language, music, artwork, and the teaching of local Indigenous history.
- Increase the use of Honour songs at assemblies, special events, and ceremonies.
- Use Culture Camps to focus on hunting, fishing, food gathering, and language.
- Incorporate a “take-home” component so that Indigenous languages can be shared with all family members.
- Use technology to preserve and advance Indigenous traditions, values, and languages.
- Encourage inclusive cultural activities, including Elders' teas, art classes, and drama.



*Hand drumming*

## STRATEGIES TO PROMOTE BELONGING GOAL

The **Belonging Goal** is to improve a sense of belonging for Indigenous students throughout the school environment. **Measurable indicators:** Student satisfaction survey results; attendance rates; anecdotal student/parent/family evidence.

- Promote core values such as respect, self-esteem, forgiveness, empathy, and citizenship.
- Increase the awareness of school-based support systems.
- Enhance the opportunities for, and promote the importance of, family participation at school, at home, and in the community.
- Provide opportunities—such as community visits—to build healthy relationships between students and staff members.
- Ensure the availability of programs associated with social issues such as abuse, bullying, racism, sexuality, cyber-bullying, etc.
- Find ways for students to give back to their communities.
- Include a visual awareness of, and respect for, Indigenous community values within school publications and guidelines, and display them throughout the school.
- Use family members as role models.
- Encourage and support the inclusion of Indigenous family members in Parent Advisory Councils and other locally developed parent groups.
- Partner with Bands and other organizations to increase awareness of available support services.



*Celebrating Our Success*

## STRATEGIES TO PROMOTE HEALTHY LIVING GOAL

The **Healthy Living Goal** is to encourage a healthy, active lifestyle based on Indigenous values. **Measurable indicators:** Participation rates in extra-curricular or intramural activities; student/family survey responses.

- Encourage games and activities that will engage all students, families, and teachers.
- Through partnerships between schools and communities, investigate traditional Indigenous rites of passage.
- Incorporate lacrosse and stick games into the Physical Education curriculum.
- Increase communication between schools and communities regarding sporting events, achievements, and opportunities.
- Utilize the gym before school and during lunch hour.
- Encourage sporting events with other public and private schools and with the communities.
- Encourage partnership opportunities to provide counselling for emotional health.
- Continue to provide healthy eating choices within schools.
- Grow, process, and preserve healthy foods.
- Encourage and acknowledge partnerships that support healthy breakfast and lunch programs.
- Ensure community awareness of the availability of school facilities for after hours use, as an option for extracurricular activities such as sporting and cultural events.



*Lacrosse*



*Indoor golf*



## APPENDICES

For the purpose of this Agreement, the term

- “The Nations” refers to the St’át’imc, Nlaka’pámux and Secwépemc.
- “Indigenous” refers to all students of the Nations, and to the St’át’imc, Nlaka’pámux, and Secwépemc Communities, including off-Reserve, Métis, and Inuit who have students attending schools in School District No. 74 (Gold Trail)
- Unless the term “all students” is used, “students” refers to Indigenous students.

## LIST OF ASSESSMENT DATA

Appendix A, Page 14:	PM Benchmark, Grades 1–3
Appendix B, Pages 15–16:	FSA Reading, Writing, and Numeracy, Grade 4
Appendix C, Pages 17–18:	FSA Reading, Writing, and Numeracy, Grade 7
Appendix D, Page 19:	English 10, Math 10
Appendix E, Page 20:	6 Year Completion Rate (Aboriginal/Non Aboriginal and Male/Female)



*Illustration by  
Paige Oike  
Grade 4  
Cayoosh Elementary  
Lillooet*

## ASSESSMENT DATA

The following charts are measuring tools to demonstrate our areas of growth and areas of continuing focus. On all charts, "Provincial Meet+Exceed" refers to the Provincial average of **all** students (Aboriginal **and** Non Aboriginal).

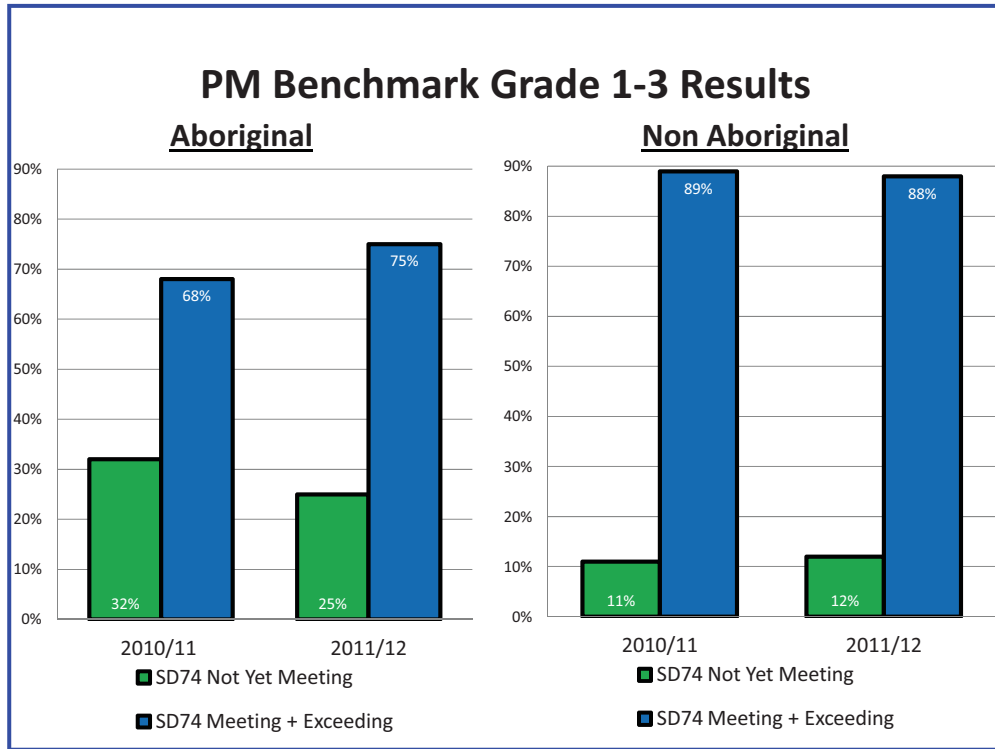
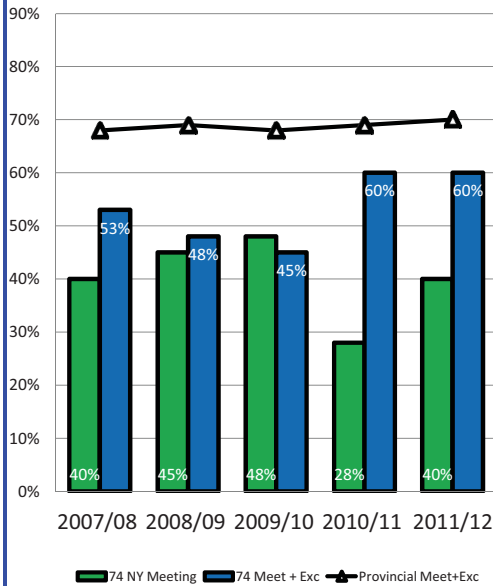


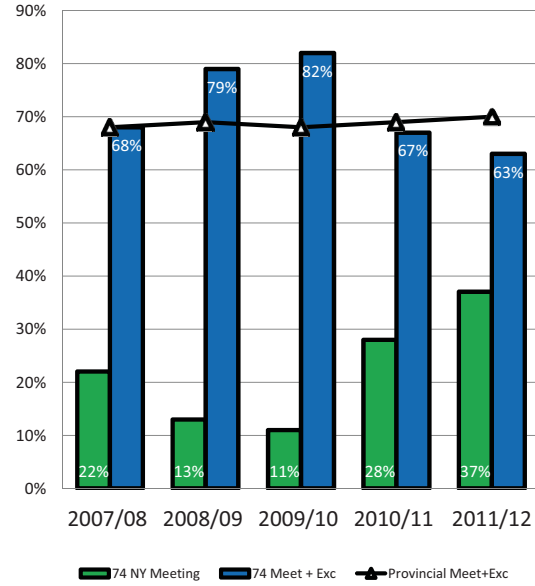
Illustration by  
Kaiya Bree Anderson  
Grade 4  
Cayoosh Elementary  
Lillooet

### FSA Reading Grade 4 Results

#### Aboriginal

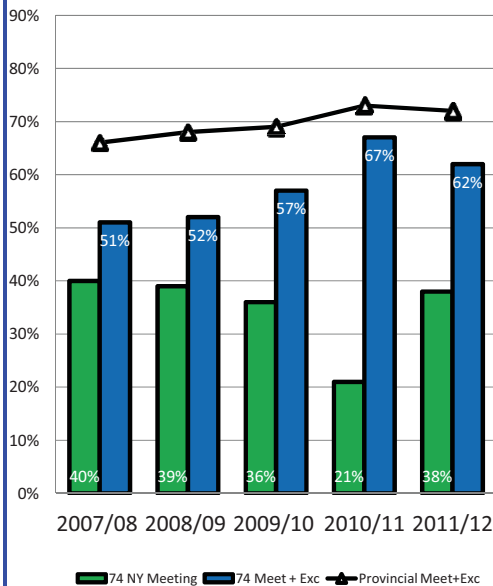


#### Non Aboriginal

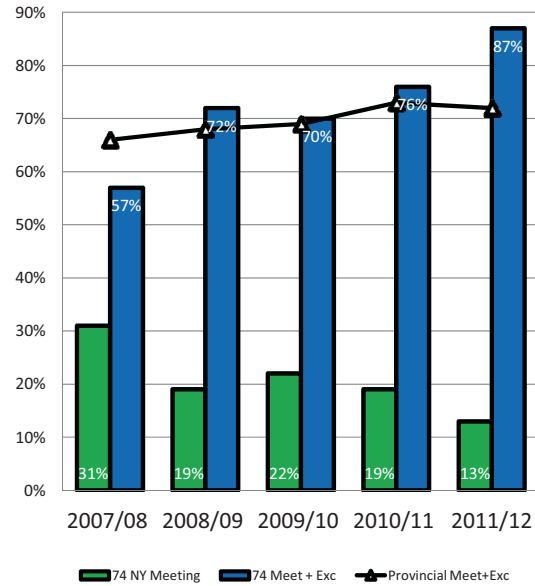


### FSA Writing Grade 4 Results

#### Aboriginal



#### Non Aboriginal



## FSA Numeracy Grade 4 Results

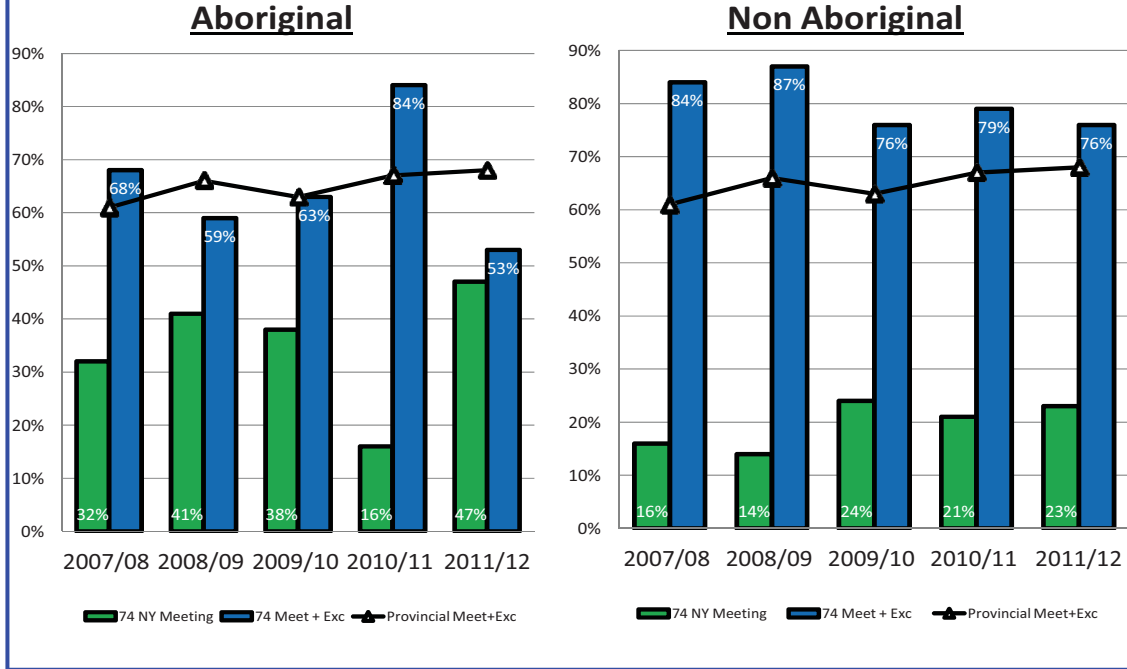
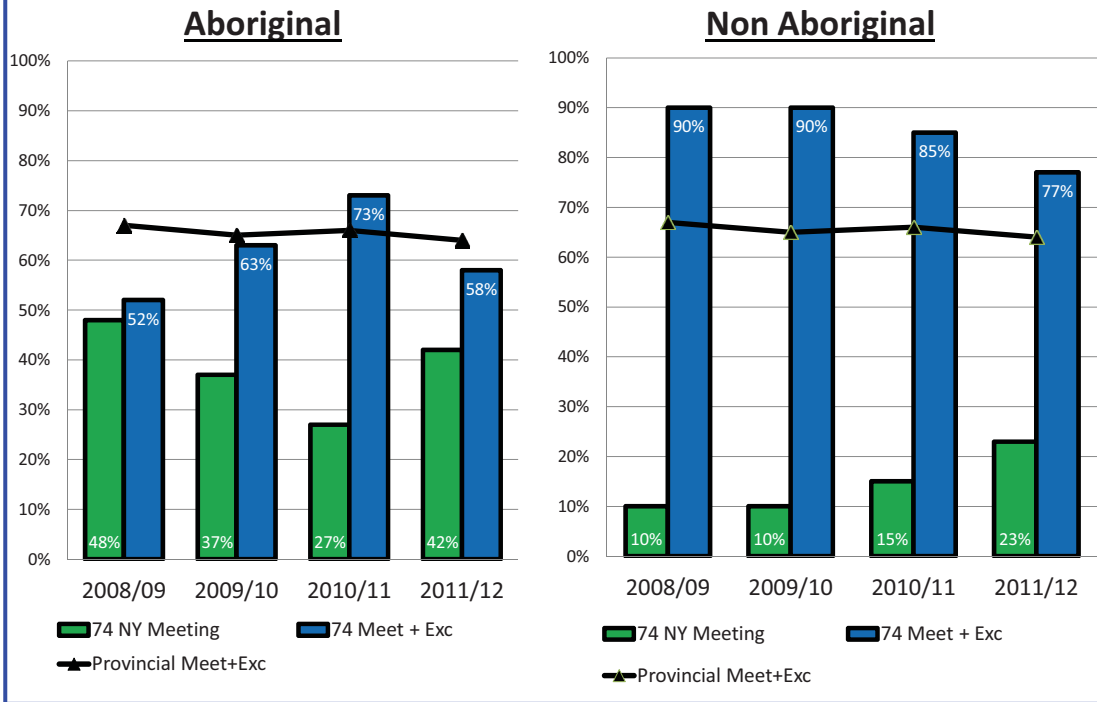


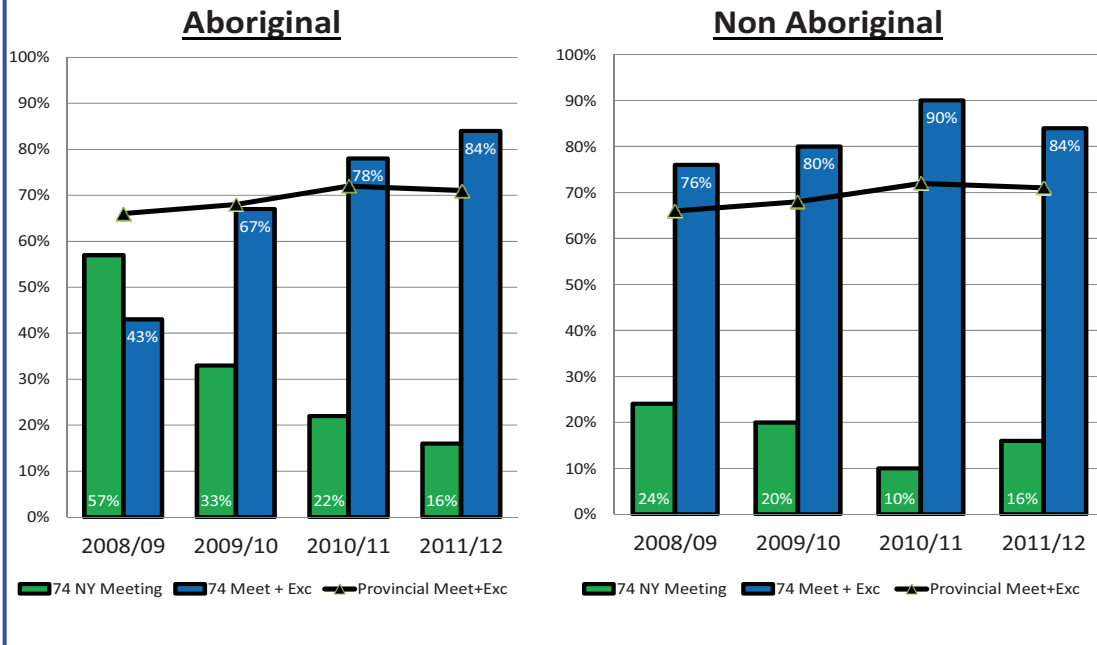
Illustration by Catalina Peters, Grade 4, Cayoosh Elementary, Lillooet

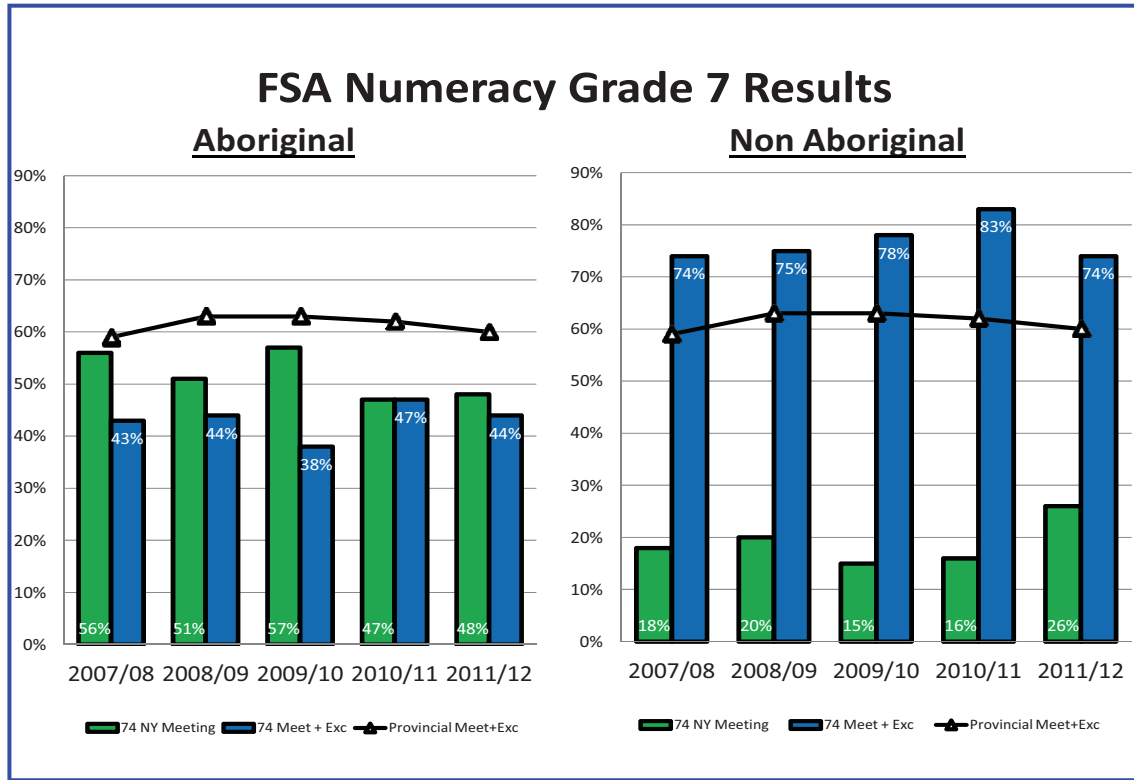


### FSA Reading Grade 7 Results



### FSA Writing Grade 7 Results



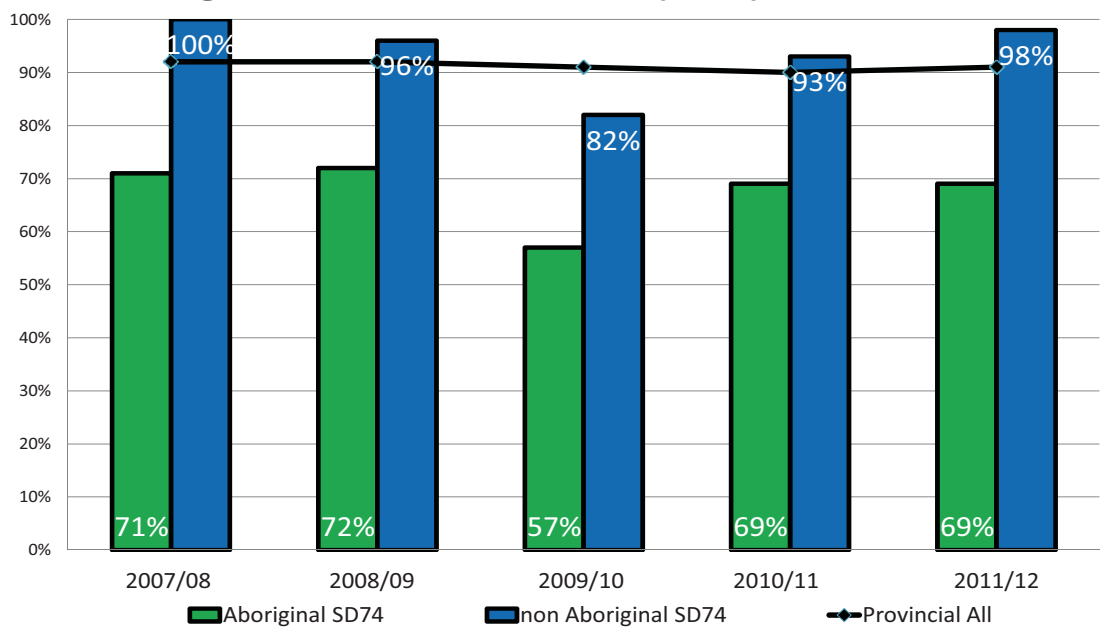


Buddy reading

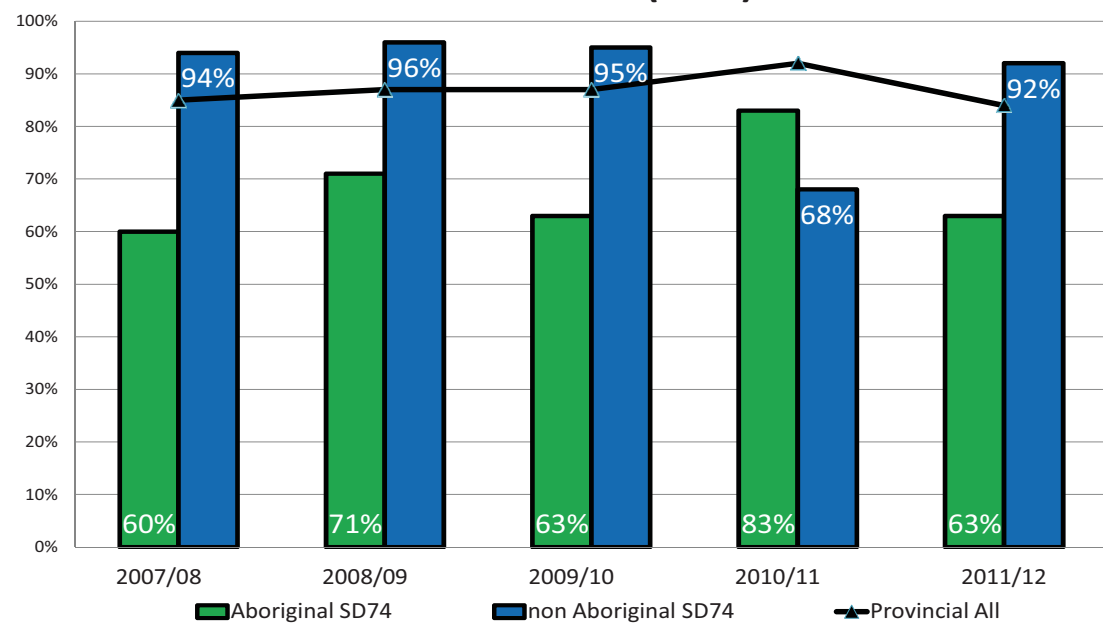


Rock painting

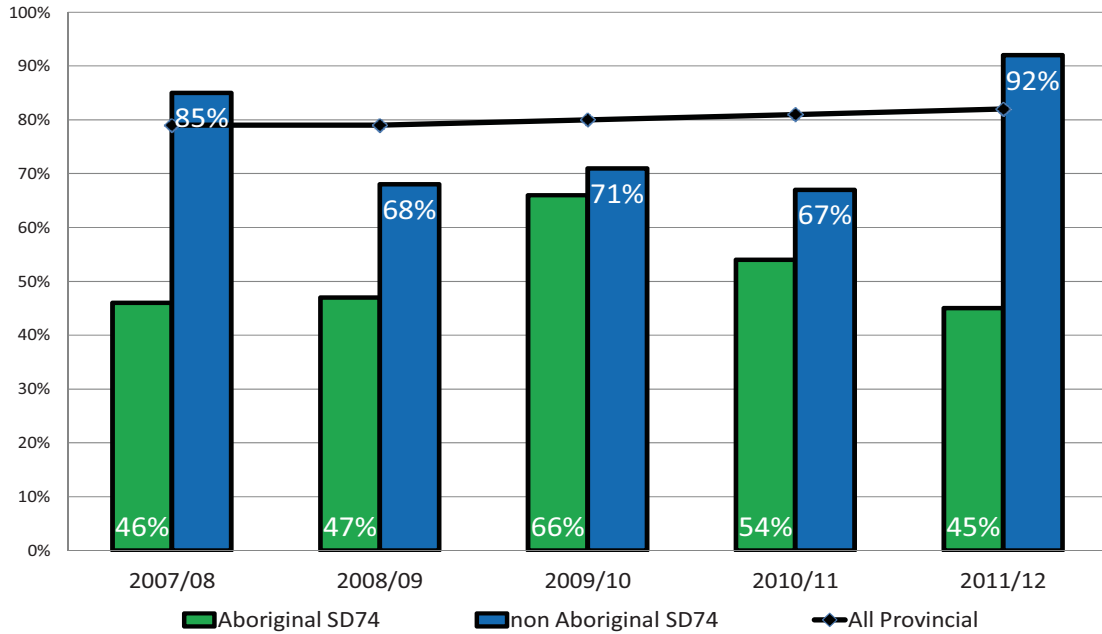
### Aboriginal / Non Aboriginal English 10 Exam Mark = C- (Pass) or Better



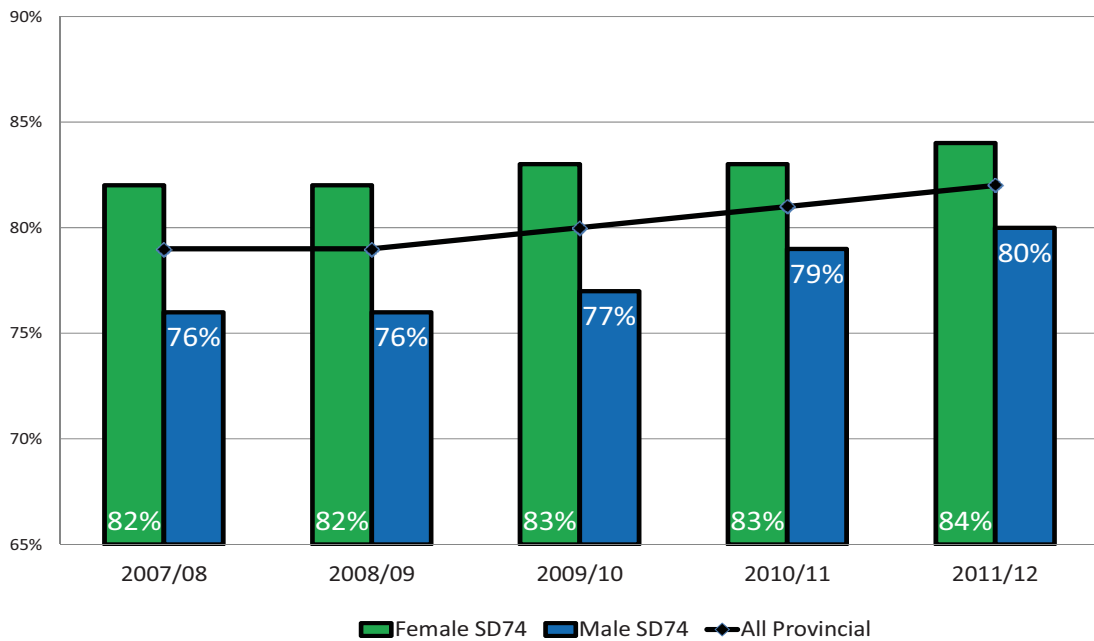
### Aboriginal / Non Aboriginal Math 10 Exam Mark = C- (Pass) or Better



### Aboriginal / Non Aboriginal 6 Year Completion Rate



### Male / Female 6 Year Completion Rate





The concept of holistic learning has guided the development of this Enhancement Agreement. The tree is a symbol of this concept, in which the four goals complement, nourish, and nurture each other.



*This Spruce tree was planted at the office of School District No. 74 (Gold Trail) in Ashcroft in June 2005, to commemorate the signing of the first Enhancement Agreement. A spruce tree was given to each Nation and to the School District in honour of the event.*



## ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT



We, the undersigned, acknowledge and honour our collective responsibilities for the success of all Indigenous learners in School District No. 74 (Gold Trail). We agree that the terms of this Enhancement Agreement will provide direction for

Indigenous education in the District for the period of June 2013 to June 2018.

\_\_\_\_\_  
*Ashcroft Chief Greg Blain*

\_\_\_\_\_  
*Canoe Creek Chief David Archie*

\_\_\_\_\_  
*Llenlleyen Chief Larry Fletcher*

\_\_\_\_\_  
*nKawmen Chief Donna Gallinger*

\_\_\_\_\_  
*nKemchEEn Chief David Walkem*

\_\_\_\_\_  
*nTLAKLTLA Chief James Frank*

\_\_\_\_\_  
*Oregon Jack Chief Bob Pasco*

\_\_\_\_\_  
*Pelltqit Chief Michael LeBourdais*

\_\_\_\_\_  
*Sek'wel'was Chief Michelle Edwards*

\_\_\_\_\_  
*SheesKa Chief Fred Sampson*

\_\_\_\_\_  
*ShKapa Chief Doug McIntyre*

\_\_\_\_\_  
*Skeetchestn Chief Ron Ignace*

\_\_\_\_\_  
*Stuctwewsemc Chief Randy Porter*

\_\_\_\_\_  
*T'it'q'et Chief Kevin Whitney*

\_\_\_\_\_  
*TLKemchEEn Chief Janet Webster*

\_\_\_\_\_  
*Tsal'álh Chief Garry John*

\_\_\_\_\_  
*Ts'kw'aylaxw Chief Francis Alec*

\_\_\_\_\_  
*Xáxli'p Chief Art Adolph*

\_\_\_\_\_  
*Xwisten Chief Saul Terry*

\_\_\_\_\_  
*Métis MNBC Acting Pres. Bev Hodgson*

\_\_\_\_\_  
**Ministry of Education**

\_\_\_\_\_  
**School District No.74 (Gold Trail)  
Chair Carmen Ranta**